




Exhibit A
Dugsi Academy's plan to address disparities

Goal I: (All tiers) Dugsi Academy will create a PBIS team to oversee implementation of discipline.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategy (Oct. 2018)
A. Team Established (Representation)	<ul style="list-style-type: none"> Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors Team has established clear mission/purpose 	<ul style="list-style-type: none"> Fall 2018 	<ul style="list-style-type: none"> Various members of the Dugsi Community 	<ul style="list-style-type: none"> Mission of PBIS team Attendance records 	<ul style="list-style-type: none"> Team Members: Bruce Pichotta, Stephanie Kartes, Warsame Warsame, Khalif Warsame, Sam Pfeiffer, Kahleef Warsame, Yusuf Mohamed Teams have representation from grade level teachers, administration, and support staff
B. Team has regular meeting schedule, effective operating procedures	<ul style="list-style-type: none"> Agenda and meeting minutes are used Team decisions are 	<ul style="list-style-type: none"> Fall-Winter 2018 	<ul style="list-style-type: none"> PBIS team 	<ul style="list-style-type: none"> Action Plan Agendas from meetings Minutes from Meetings 	<ul style="list-style-type: none"> Team will meet monthly for at least an hour

	identified, and action plan developed				
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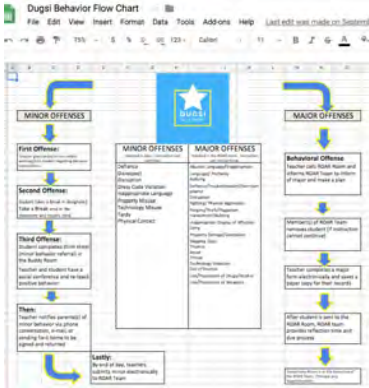
Goal II: (Tier I) Dugsi Academy will establish school-wide expectations and prevention systems.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategy (Oct. 2018)
C. 3-5 school-wide behavior expectations are defined and posted in all areas of building	<ul style="list-style-type: none"> 3-5 positively and clearly stated expectations are defined. The expectations are posted in public areas of the school. 	<ul style="list-style-type: none"> August 2017 August 2018 	<ul style="list-style-type: none"> Director of School Culture PBIS Team 	Visible expectations in the school	<ul style="list-style-type: none"> School-wide Expectations established: ROAR: -Respect -Ownership -Achievement -Responsibility

D. School-wide teaching matrix developed	<ul style="list-style-type: none"> Teaching matrix used to define how school-wide expectations apply to specific school location Teaching matrix distributed to all staff. 	<ul style="list-style-type: none"> August 2017, reviewed annually 	<ul style="list-style-type: none"> Director of School Culture/PBIS team 	Teaching matrix	<div data-bbox="1528 207 1892 516">  </div> <ul style="list-style-type: none"> Matrix created in Aug. 2017. Shared with staff Matrix reviewed in August, 2018
E. Teaching plans for school-wide expectations are developed	<ul style="list-style-type: none"> Lesson plans developed for teaching school-wide expectations at key locations throughout the school. 	<ul style="list-style-type: none"> August 2017, reviewed annually 	<ul style="list-style-type: none"> Director of School Culture/PBIS team 	<ul style="list-style-type: none"> Daily lesson plans 	<div data-bbox="1577 776 1906 946">  </div> <ul style="list-style-type: none"> Lesson Plans created for behavioral expectations in first 2 weeks of school Aug. 2017.
F. School-wide behavioral expectations taught directly	<ul style="list-style-type: none"> Schedule/plans for teaching the staff the lessons plans 	<ul style="list-style-type: none"> August 2017, reviewed annually 	<ul style="list-style-type: none"> Director of School Culture/Teachers 	<ul style="list-style-type: none"> Observation of formal behavior lessons Informal survey of staff/students 	<div data-bbox="1577 1235 1906 1406">  </div>

& formally	<ul style="list-style-type: none"> for students are developed • Staff and students know the defined expectations. • School-wide expectations taught to all students • Plan developed for teaching expectations to students to who enter the school mid-year. 	<ul style="list-style-type: none"> • August 2017, reviewed annually • August 2017, reviewed annually • Fall 2018 	<ul style="list-style-type: none"> • Staff and students • Teachers • PBIS Team 		<ul style="list-style-type: none"> • Lesson Plans created for behavioral expectations in first 2 weeks of school Aug. 2017
G. Additional resources for Responsive Classroom Morning Meeting content provided for teachers	<ul style="list-style-type: none"> • Greetings and Activities • Mindfulness • Bullying • Zones of Regulation 	<ul style="list-style-type: none"> • August 2017 • October 2017 • November 2017 • January 2018 	<ul style="list-style-type: none"> • Director of School Culture 	<ul style="list-style-type: none"> • Observation of Morning Meeting time • Zones of Regulation posted on walls 	<ul style="list-style-type: none"> • Folder of Responsive Classroom resources shared with teachers. (August 2017) • Folder of Mindfulness Resources shared with teachers (October 2017) • Anti-Bullying school-wide focus October • Zones of Regulation

					rolled out schoolwide January 2018-March 2018
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Goal III: Dugsi Academy will acknowledge/reward positive behavior and discourage undesirable behaviors.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies (Oct. 2018)
H. System in place to acknowledge/reward school-wide expectations	<ul style="list-style-type: none"> Reward systems are used to acknowledge school-wide behavioral expectations. Ratio of reinforcements to corrections is high (4:1). Students and staff know about the acknowledgment 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> PBIS Team 	<ul style="list-style-type: none"> ROAR tickets Informal Observation of Interactions Informal survey of staff and students 	<ul style="list-style-type: none"> ROAR tickets created and shared (Aug. 2017) Big-ticket item drawings of ROAR tickets throughout the 2017-2018 school year.

	system & students are receiving positive acknowledgments.				
I. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed	<ul style="list-style-type: none"> Major & minor problem behaviors are all clearly defined. Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used. Procedures define an array of appropriate responses to minor 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Director of School Culture/ PBIS Team 	<ul style="list-style-type: none"> Behavior flowchart Student handbook 	<ul style="list-style-type: none"> Flowchart created, shared, and followed 

	(classroom managed behaviors). <ul style="list-style-type: none"> Procedures define an array of appropriate responses to major (office managed) behaviors. 				
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Goal IV: Dugsi Academy will use data to make decisions about behavior.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies (Oct. 2018)
J. Data system in place to monitor office discipline referral rates that come from classrooms	<ul style="list-style-type: none"> School has a way to review ODR data from classrooms to use in data based decision making. 	<ul style="list-style-type: none"> August 2017, reviewed annually 	<ul style="list-style-type: none"> Discipline team 	<ul style="list-style-type: none"> Review of data from system 	<ul style="list-style-type: none"> August 2017 - Google Sheets Tracking document for referrals created August 2018 - Google Sheets Tracking document continued.
K. Discipline data are	<ul style="list-style-type: none"> Data collection is 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> PBIS team 	<ul style="list-style-type: none"> Data collected Referral form 	<ul style="list-style-type: none"> Referral Google Sheets Tracking

<p>gathered, summarized, & reported at least quarterly to whole faculty</p>	<p>easy, efficient & relevant for decision-making</p> <ul style="list-style-type: none"> • ODR data entered at least weekly (min). • Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrative decision. • ODR data are available by frequency, location, time, type of 	<ul style="list-style-type: none"> • August 2017 • August 2017 • August 2018 		<ul style="list-style-type: none"> • Minutes from Data Meetings 	<p>document captures student name, grade, date, time, staff making referral, problem behavior, location, and result of the behavior</p> <ul style="list-style-type: none"> • Data is entered daily by behavior team.
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	<p>problem behavior, motivation and student.</p> <ul style="list-style-type: none"> • ODR data summary shared with faculty at least monthly (min). 	<ul style="list-style-type: none"> • August 2018 			
<p>L. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving</p>	<ul style="list-style-type: none"> • Team is able to use the data for decision making, problem solving, action planning, and evaluation • Precision problem statements are used for problem solving 	<ul style="list-style-type: none"> • August 2018 • August 2018 	<ul style="list-style-type: none"> • Discipline Team • PBIS Team 	<ul style="list-style-type: none"> • Action plans • Precision Problem Statements • PBIS team meeting minutes 	<ul style="list-style-type: none"> • Discipline data has been reviewed in Middle School team for the Fall 2018. Elementary data will be reviewed with staff November.

M. Data will be regularly reported to DIRS.	<ul style="list-style-type: none"> attendance, bullying, cyber bullying, harassment, disruptive/dis orderly conduct/insubordination, threat, intimidation and other. 	<ul style="list-style-type: none"> At least annually 	<ul style="list-style-type: none"> Director of School Culture 	<ul style="list-style-type: none"> DIRS reports 	<ul style="list-style-type: none"> DIRS Report for 2017-2018 school year submitted
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Goal V: Dugsi Academy will use behavior interventions with students as part of larger MTSS.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies (Oct. 2018)
N. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.	<ul style="list-style-type: none"> Screening ODRs Request for Assistance Nomination Progress Monitoring Other Staff are trained in the process of requesting 	<ul style="list-style-type: none"> August 2017 Fall of each year 	<ul style="list-style-type: none"> Director of School Culture, Director of Special Education 	<ul style="list-style-type: none"> Names of referring staff 	<ul style="list-style-type: none"> MTSS Google Referral Form Shared with staff October 2018 MTSS Training October 2018

	interventions				
O. Tier 2 strategies are evaluated and updated regularly.	<ul style="list-style-type: none"> Strategies are evaluated at least once each year, reviewed, and updated or modified as needed, based on team discussion. 	<ul style="list-style-type: none"> Fall of each school year 	<ul style="list-style-type: none"> PBIS Team 	<ul style="list-style-type: none"> Tier 2 Strategies 	<ul style="list-style-type: none"> Current Tier 2 Intervention: Check in Check Out
P. Staff members receive training on Tier 2 supports	<ul style="list-style-type: none"> Annual training on supporting students with interventions 	<ul style="list-style-type: none"> Fall of each school year 	<ul style="list-style-type: none"> PBIS Team 	<ul style="list-style-type: none"> Slides from training 	<ul style="list-style-type: none"> Staff will receive an update on the Check in Check Out intervention in November 2018
Q. Student can receive access to intervention quickly.	<ul style="list-style-type: none"> Intervention can begin less than 48 hours after request. 	<ul style="list-style-type: none"> Review annually in fall 	<ul style="list-style-type: none"> PBIS Team 	<ul style="list-style-type: none"> Request log 	<ul style="list-style-type: none"> MTSS Training for all staff on October 18, 2018.
R. Families are a part of the intervention process.	<ul style="list-style-type: none"> Families are notified of the intervention Families are updated throughout the intervention 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Discipline Team 	<ul style="list-style-type: none"> Parent signatures on intervention sheets 	

	process				
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Goal VI: Dugsi Academy will strive to use alternatives to suspension whenever possible.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies (Oct. 2018)
S. The discipline team will use logical consequences.	<ul style="list-style-type: none"> You break it, you fix it. Make a mess, clean it up Hurt feelings, apologize 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Discipline Team 	<ul style="list-style-type: none"> Decrease in suspensions 	<ul style="list-style-type: none"> Fall 2018 - Discipline team continues to use Logical consequence for behaviors.
T. The discipline team will use Restorative Circles.	<ul style="list-style-type: none"> For verbal disagreements For physical fights 	<ul style="list-style-type: none"> October 2017 	<ul style="list-style-type: none"> Discipline Team 	<ul style="list-style-type: none"> Decrease in suspensions 	<ul style="list-style-type: none"> Fall 2018 - Discipline team facilitates Restorative Circles in ROAR room.
U. The discipline team will use frequent and culturally sensitive family contacts	<ul style="list-style-type: none"> Daily behavior reports Regular phone calls in family's home 	<ul style="list-style-type: none"> August 2017 	<ul style="list-style-type: none"> Discipline Team 	<ul style="list-style-type: none"> Decrease in suspensions 	<ul style="list-style-type: none"> Check in Check Out forms require Parent Signatures Phone calls in family's home language happen daily.

	<ul style="list-style-type: none"> language • Parent meetings with the student and faculty 				<ul style="list-style-type: none"> • Parent meetings happen as needed with school staff and discipline team. • Added for Fall 2018: Home visits in summer and are continuing.
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Name	Grade	Date of Notice	# of Days Suspension	Dates Served	Reason	Dates of Previous Suspension	Parent Name	Address	Phone number
██████		3	2-5-18	1	2-6-18 threat towards teacher, abusive language	10-13-17	████████	████████████████████	████████
██████		1	2-5-18	1	2-6-18 destroyed room	None	██████████	██████████████████	████████
██████		8	3-8-18	1	3-7-18 refusal to work, running, multiple disruptions	11-9-17	████	██████████████	████████
██████		8	3-8-18	1	3-7-18 refusal to work, disrespect, multiple disruptions	None	██████████	██████████████	████████
██████		6	3-19-18	1	3-20-18 fighting a staff member	12-8-17	██████████	██████████████	████████
██████		5	5-16-18	1	5-17-18 talking about a teacher's chest	None	████████	██████████████████	████████
██████████		5	5-16-18	1	5-17-18 talking about a teacher's chest	None	██████████	████████████████████	████████
██████████		2	6-8-18	2	6-11 AND 6-12 physical with staff and students	None	██████████	██████████████	████████

Dugsi Academy Work with School Culture and Behavior

Professional Development

- **August 2017:** (All staff) PBIS basics - teaching expectations, building relationships, majors/minors, referral process
- **August 2017:** (All staff) Responsive Classroom, Morning Meeting components
- **August 2017:** (All staff) Trauma-informed practices, Prairie Care, Laura Matz
- **August 2017:** (All staff) Culturally relevant practices for Somali students
- **August 2017:** (All staff) - Crisis Prevention Intervention certification and renewal
- **September 2017:** (Behavior Team) Restorative Practices, WMEP
- **October 2017:** (All staff) Reflecting on school-wide referral data, Tier II interventions, CICO process
- **October 2017:** (All staff) Trauma-informed practices, Prairie Care, Laura Matz
- **January 2018:** (All staff) Zones of Regulation training

Tier I Implementation

- **August 2017:** PBIS School-wide expectations - Created 40 scripted lessons around weekly themes to rollout expectations during daily Morning Meetings. They included powerpoints, images, and strategies for teachers.
- **August 2017:** School-wide matrix of expectations created and shared.
- **August 2017:** Teachers received lesson plans for the first two weeks of school with scheduled times for teaching expectations and procedures.
- **August 2017:** School-wide behavior flow map for majors and minors created and shared.
- **August 2017:** 6 new schoolwide values selected and posted in the building. Values connected to 3 school-wide expectations.
- **August 2017:** New student ROAR's created. New prizes ordered. Weekly ROAR drawing at lunches on Wednesday
- **August 2017:** School-wide behavior reflection thinking map created and shared
- **August 2017:** Google Form for Behavior Referrals created and shared.
- **August 2017:** Staff ROAR's created. Staff recognition system implemented.
- **August 2017:** ROAR team creates tracking documents: ROAR room visits, parent meetings, interventions, suspensions, and technology violations.
- **August 2017:** Procedures with visuals created for lunchroom.
- **August 2017:** Students received academic planners and were trained on procedures for using them
- **September 2017:** Reward system created for lunchroom behavior: Golden Lunchtray and Golden Spatula.

- **September 2017:** Teachers surveyed on Professional Development Needs in Classroom Management
- **October 2017:** Paper referral form created.
- **November 2017:** Weekly reset started. Staff get a powerpoint every week to show to students on Monday. They focus on reinforcing that skill for the entire week using language and ROAR's.
- **November 2017:** Incentive fieldtrip introduced to Middle School students
- **December 2017:** Large incentive schoolwide ROAR drawing for snowboard
- **January 2018:** Reset of schoolwide expectations after Winter Break.
- **January 2018:** Large incentive schoolwide ROAR drawing for sleds
- **January - March 2018** -Zones of Regulation Curriculum implemented, K-8
- **March 2018:** Large incentive schoolwide drawing for 4 i-Pads for students and staff
- **April 2018:** Large incentive schoolwide drawing for 4 i-Pads for students and staff
- **April 2018:** Referral reduction popcorn party incentive

Tier II Implementation

- **September 2017:** 2 CICO forms created: One Primary, one intermediate
- **October 2017:** All staff trained in Check in Check out.
- **October 2017:** Students begin CICO.
- **November 2017:** 25 students (9% of all students) are active in CICO.
- **January 2018:** 29 students (10% of all students) are active in CICO.
- **February 2018:** - Students begin exiting CICO. New students enter. 19 students are active in CICO. 2 younger students (K & 1) are on gameboard interventions.
- **March 2018:** 17 students are active in CICO. 2 younger students (K & 1) are on gameboard interventions.

Tier III Implementation

- **August 2017:** Child Find Google Referral Form created and shared
- **November 2017:** 12 students have been referred to Child Find
- **All year:** Child Find Team meets weekly
- **January 2018:** 6 out of 29 intervention students (20% of Tier II, and 2% of all students) are receiving extra supports in addition to CICO.
- **March 2018:** 7 of the 17 (41% of Tier II, and 4% of all students) are receiving additional supports.

1. What is your policy for student discipline?

We use a combination of Responsive Classroom practices along with Positive Behavior Interventions and Support. In addition, all staff have been trained in Trauma-Informed Practices and Crisis Prevention Intervention.

In Tier I, all students are taught the school-wide behavior expectations by staff. Staff received lesson plans for the first two weeks of school, which allowed for teaching of school-wide expectations and classroom procedures and routines. All staff have had training on our school-wide matrix, our behavior flow-chart, and filling out behavior referrals. In addition to the first two weeks lesson plans, teachers received 40 daily lesson plans to be taught in morning meetings. PowerPoints were created for certain school-wide procedures to ensure that all students would be taught the same expectations.

In Tier II, students who receive multiple referrals will be put on an intervention to support the development of positive behavior. The most common intervention that is used in Tier II is Check in Check Out. Students have three behavior targets, a percentage goal, and a weekly reward for meeting their targets. The rewards are selected by the student. The daily points and progress toward goal is tracked and graphed. Parents receive a daily report of their student's behavior. We also encourage parents to be a part of their student's education through regular phone calls, meetings, and welcoming parents to shadow their student.

2. How do you track or analyze student discipline?

We have multiple logs that we use as a behavior team. We use:

- a Google Form to collect behavior referrals from staff.
- A Google Sheets document to collect ROAR Room visits, time, the reason, and the follow up.
- A Google Sheets document to track tiered interventions
- A Google Sheets document to track suspensions

- A Google Sheets document to track technology violations

Monthly, we analyze referral data as a staff. We use the following to reflect:

- (.) What is one fact about the data.
- (!) What is something that surprised you.
- (?) What is one thing you are wondering after looking at the data.
- (*) What is one suggestion you have for improving the data.

3. Does your school have an agreement with a law enforcement agency or agencies to provide a school resource officer or police liaison officer? If yes, please provide all agreements.

No



MINOR OFFENSES

First Offense:
Teacher gives verbal or non-verbal warning(s) to student regarding behavior expectations

Second Offense:
Student takes a break in designated Take a Break area in the classroom and rejoins class

Third Offense:
Student completes think sheet (minor behavior referral) in the Buddy Room
Teacher and student have a social conference and re-teach positive behavior

Then:
Teacher notifies parents(s) of minor behavior via phone conversation, e-mail, or sending fix-it home to be signed and returned

Lastly:
By end of day, teachers submits minor electronically to ROAR Team

MINOR OFFENSES Handled in class. Instruction can continue	MAJOR OFFENSES Handled in the ROAR room. Instruction can not continue
Defiance Disrespect Disruption Dress Code Violation Inappropriate Language Property Misuse Technology Misuse Tardy Physical Contact	Abusive Language/Inappropriate Language/ Profanity Bullying Defiance/Insubordination/Non-compliance Disruption Fighting/ Physical Aggression Forgery/Theft/Plagiarism Harassment/Bullying Inappropriate Display of Affection Lying Property Damage/Vandalism Skipping Class Truancy Arson Threat Technology Violation. Out of Bounds Use/Possession of Drugs/Alcohol Use/Possession of Weapons

MAJOR OFFENSES

Behavioral Offense
Teacher calls ROAR Room and informs ROAR Team to inform of major and make a plan

Member(s) of ROAR Team removes student (if instruction cannot continue)

Teacher completes a major form electronically and saves a paper copy for their records

After student is sent to the ROAR Room, ROAR team provides reflection time and due process

Disciplinary Action is at the discretion of the ROAR Team, Principal and Superintendent



DUGSI Cheetahs ROAR! 2018-2019

At Dugsi Academy, we believe in respecting ourselves, others, and our environment by taking ownership of ourselves and our actions in order to reach achievement socially and academically, while showing responsibility inside and outside of our learning community.

	All Areas	Classroom	Hallway	Lunch Room	Restroom	Playground	Bus	Assembly	Office
R Respect -Others -Ourselves -Property	-Keep my body to myself. - Be kind	- Use Active Listening - Take care of school items and people's items. -0-2 voice level.	- Stay in your own space. -0-2 voice level. -Walk on the right side. -Walking feet	- Food stays in your mouth, plate, or in the trash. -Sit with feet on the floor, facing the table. -0-2 voice level.	-Use restroom supplies for what they are for. - 0-1 Voice level. - Give privacy to others.	-Take care of the environment. - Use kind words - Follow directions the first time you hear them.	-Keep the aisles clear. -Follow directions the first time you hear them. -Stay in your seat. -0-2 voice level	- 0 Voice level. -Keep your body to yourself. -Talk, cheer, and applaud at the appropriate time.	- 0-1 Voice level. - Use "please" and "thank you". - Visit nurse only when sick or hurt.
O Ownership -Of our actions -Of our Results	-Bring what you need to class and take care of it. -Agree to solve conflicts -Clean as you go.	-Ask questions. -Advocate for yourself.	-Use passing time efficiently. -Walk on the right side.	-Make healthy food choices.	- Use the bathroom quickly. - Report problems to adults.	-Take care of the playground equipment. -Agree to solve conflicts. -Be safe with our body.	-Know your bus number and driver.. -Know your stop -Arrive on time to your stop	-Choose a smart place to sit. - Enter and exit quietly.	-Ask for what you need.
A Achievement -Socially -Academically	-Set a good example -Line up when called.	-Complete all assignments -Do your best	- Get where you're going safely.	-Stay seated until you have permission to leave the table. - Eat before you visit.	-Use the restroom for what they are for. - Enter and leave efficiently.	-Be active -Have fun.	-Arrive to the bus stop prepared for the day. -Be ready for the bus at the end of the day.	- Use listening ears.	-Get where you are going safely.
R Responsibility -For ourselves -For each other -For our communities	-Follow rules and directions - Report any problems to nearest adult. - Walk directly to destination. - Help and encourage others.	-Be on time to class. -Bring all materials to class. -Be in the right place at the right time.	- Take what you need with you. -Get where you're going on time. -Get a pass from an adult. -Walking feet	- Clean up your area and table.	-Clean up after yourself. -One person in the stall at a time. -Flush the toilet. -Wash hands.	-Play safely. - Take care of the equipment. -Include others.	- Keep windows at least halfway up. -Remain seated while the bus is moving.	-Stay in your spot. - Welcome the speaker.	-Wa k directly to where you are going.



DUGSI CHEETAHS ROAR!

You got caught ROAR ng!

Student Name:

Grade Level :

Staff g v ng ROAR:



DUGSI CHEETAHS ROAR!

You got caught ROAR ng!

Student Name:

Grade Level :

Staff g v ng ROAR:



DUGSI CHEETAHS ROAR!

You got caught ROAR ng!

Student Name:

Grade Level :

Staff g v ng ROAR:



DUGSI CHEETAHS ROAR!

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Student Name:

Grade Level :

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DUGSI CHEETAHS ROAR!

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Student Name:

Grade Level :

Staff g v ng ROAR:



DUGSI CHEETAHS ROAR!

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Grade Level :

Staff g v ng ROAR:



DUGSI CHEETAHS ROAR!

You got caught ROAR ng!

Student Name:

Grade Level :

Staff g v ng ROAR:



DUGSI CHEETAHS ROAR!

You got caught ROAR ng!

Student Name:

Grade Level :

Staff g v ng ROAR:



DUGSI PBIS (POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS)

2017-2018

PBIS – Why do we do it?



PBIS – What will it look like at Dugsi?



Relationships/Rewards

AGENDA

DUGSI'S BEHAVIOR PURPOSE STATEMENT

At Dugsi Academy we believe in respecting ourselves, others, and our environment by taking ownership of ourselves and our actions in order to reach achievement socially and academically.

WHY PBIS?

Consider....

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to drive, we teach."

"If a child doesn't know how to behave, we teach? punish?"

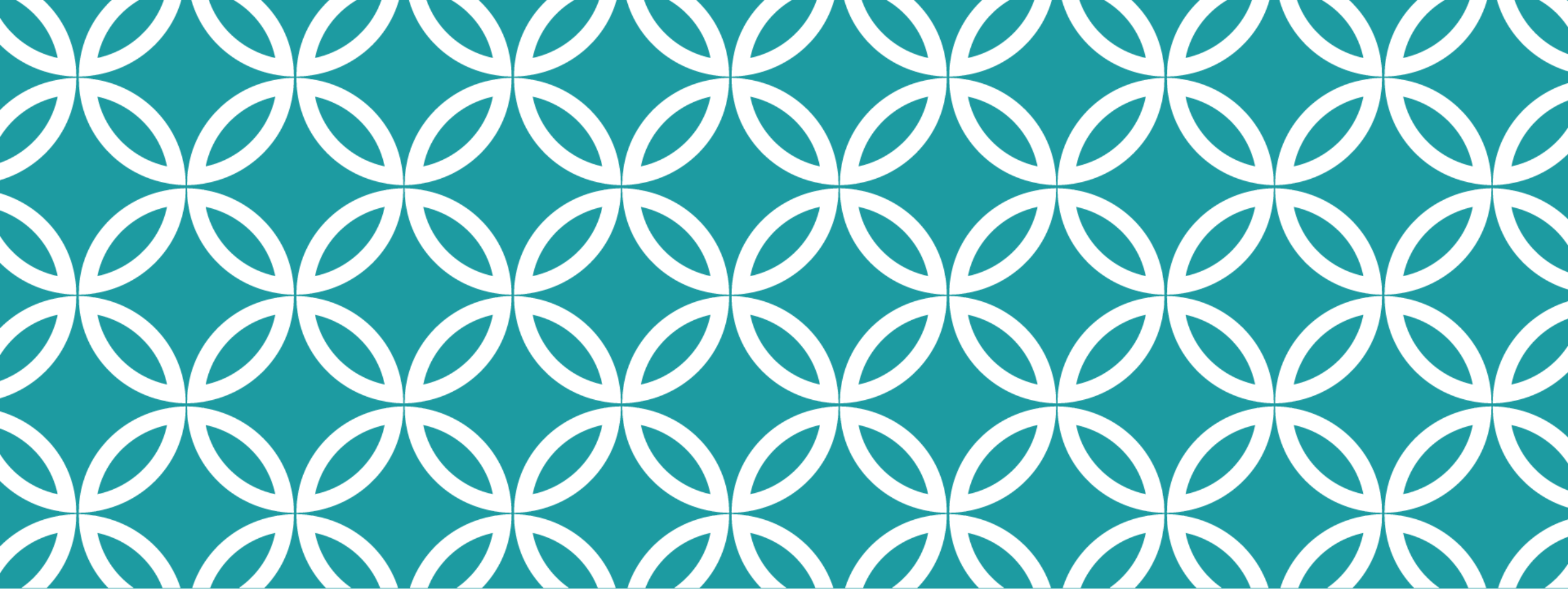
"Why can't we finish the last sentence as automatically as we do the others?" Tom Herner (Counterpoint 1998)

**"WE CAN'T HOLD KIDS
ACCOUNTABLE FOR THINGS
WE'VE NEVER TOLD THEM WE
EXPECT. BEHAVIOR SHOULD BE
TREATED LIKE ACADEMICS.
STUDENTS HAVE TO BE TAUGHT
THE SKILLS THEY NEED."**

—Erin Green, Director of National Training at Boys Town

BENEFITS TO PBIS

- As much as a 50-60% reduction in ODR's (Office Discipline Referrals)
- Improvements are reported in research in the areas of :
 - Student behavior
 - Teacher behavior
 - School Suspensions
 - Hallway decibel levels
 - Academic Engagement
 - Bus Suspensions
 - Vandalism
 - Substance Abuse
 - In-school suspensions and short-term suspensions
- Teaching-focused
- Builds teachers' skills, as well as students' behaviors with peers and adults.
- Creates positive school climate
- Positive relationships between students and educators/administrators
- Higher parent/family satisfaction with school
- Increases access to instructional hours
- Improvements in punctuality, attendance, adherence to school and class rules



POSITIVE BEHAVIOR INTERVENTION SUPPORTS

What is it?

What will it look like
at Dugsi?

PBIS is not a curriculum – it is a *framework* to identify needs, develop strategies, and evaluate practice toward success.

Positive Behavior Interventions and Supports is a process for *teaching* children appropriate behavior and providing the supports necessary to sustain that behavior.

PBIS BIG IDEAS

WHAT IT IS, WHAT IT IS NOT

PBIS is...

A framework, not a program.

Focused on being proactive, not reactive

Supportive of students and staff

Focused on building positive relationships

For all students

Used by all adults in the building

PBIS is not...

A packaged curriculum

A quick fix.

Newest, flashiest behavior program

Just about tangible rewards

Just about discipline

A special education program

Just for some of the students.

COMPONENTS OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

1. Schoolwide expectations
(ROAR)
2. Classroom expectations
(To be built with students in first few days of school)
3. Building Relationships
4. Interventions and Consequences
(Consistent, prompt, logical)
5. Positive acknowledgement
(For teachers and students)

1. SCHOOLWIDE EXPECTATIONS



DUGSI Cheetahs ROAR! 2017-2018

At Dugsi Academy, we believe in respecting ourselves, others, and our environment by taking ownership of ourselves and our actions in order to reach achievement socially and academically, while showing responsibility inside and outside of our learning community.

	All Areas	Classroom	Hallway	Lunch Room	Restroom	Playground	Bus	Assembly	Office
R Respect -Others -Ourselves -Property	-Keep my body to myself. - Be kind	- Use Active Listening - Take care of school items and people's items. -0-2 voice level.	- Stay in your own space. -0-2 voice level. -Walk on the right side. -Walking feet	- Food stays in your mouth, plate, or in the trash. -Sit with feet on the floor, facing the table. -0-2 voice level.	-Use restroom supplies for intended supplies. - 0-1 Voice level. - Give privacy to others.	-Take care of the environment. - Use kind words - Follow directions the first time you hear them.	-Keep the aisles clear. -Follow directions the first time you hear them. -Stay in your seat. -0-2 voice level	- 0 Voice level. -Keep your body to yourself. -Talk, cheer, and applaud at the appropriate time.	- 0-1 Voice level. - Use "please" and "thank you". - Visit nurse only when sick or hurt.
O Ownership -Of our actions -Of our Results	-Bring what you need to class and take care of it. -Agree to solve conflicts -Clean as you go.	-Ask questions. -Advocate for yourself.	-Use passing time efficiently. -Walk on the right side.	-Make healthy food choices.	- Use the bathroom quickly. - Report problems to adults.	-Take care of the playground equipment. -Agree to solve conflicts. -Be safe with our body.	-Know your bus number and driver.. -Know your stop -Arrive on time to your stop	-Choose a smart place to sit. - Enter and exit quietly.	-Ask for what you need.
A Achievement -Socially -Academically	-Set a good example -Line up when called.	-Complete all assignments -Do your best	- Get where you're going safely.	-Stay seated until you have permission to leave the table. - Eat before you visit.	-Use the restroom for what they are for. - Enter and leave efficiently.	-Be active -Have fun.	-Arrive to the bus stop prepared for the day. -Be ready for the bus at the end of the day.	- Use listening ears.	-Get where you are going safely.
R Responsibility -For ourselves -For each other -For our communities	-Follow rules and directions - Report any problems to nearest adult. - Walk directly to destination. - Help and encourage others.	-Be on time to class. -Bring all materials to class. -Be in the right place at the right time.	- Take what you need with you. -Get where you're going on time. -Get a pass from an adult. -Walking feet	- Clean up your area and table.	-Clean up after yourself. -One person in the stall at a time. -Flush the toilet. -Wash hands.	-Play safely. - Take care of the equipment. -Include others.	- Keep windows at least halfway up. -Remain seated while the bus is moving.	-Stay in your spot. - Welcome the speaker.	-Walk directly to where you are going.

TEACHING EXPECTATIONS



Dugsi Schoolwide Expectations|Lessons

September

Weekly Focus	Monday	Tuesday	Wednesday	Thursday	Friday
					1-Dugsi Academy Closed- Administrative Choice Holiday
Listening/ Working	4- Dugsi Academy Closed - Labor Day	5 - First Day of School for Students Active Listening	6 I can use appropriate volume, tone, and eye contact	7 I can listen while the teacher is teaching.	8-Half Day for Students I can Show 5.
Common Area Expectations	11 I can be safe outside my classroom	12 I can follow cafeteria expectations	13 I can use respectful words and actions in the cafeteria.	14 I can follow the restroom expectations	15-Half Day for Students I can follow assembly expectations

EXAMPLE LESSON



PBIS Cool Tool Dugsi Academy

Expectation: Eye Contact and Correct Voice Level

Skill Name: I will use appropriate volume, tone of voice and eye contact.

Context: All settings

TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach

Introduction

Tell

"I can say the same thing with different volumes and tones of voice. In a different tone of voice, it may mean something completely different. To help people understand us better and to be respectful, we should make eye contact with them and use our voice in a way that is appropriate to the situation. We are going to practice this today." (Now would be a great day to introduce or connect to a voice level chart.)

Voice Levels

5	Emergency Only <small>Screaming</small>	
4	Outside Voice <small>For the playground</small>	
3	Presenting Voice <small>The whole class can hear you</small>	
2	Table Talk <small>Only a few people can hear you</small>	
1	Whisper Voice <small>Only one person can hear you</small>	
0	No Voice <small>Silent</small>	

Guided Practice

Show

Example:

Samira trips on a chair and bumps into Ahmed. Looking at him eye to eye and in a calm voice, she says, "Oh, I'm sorry." Ahmed says, "It's okay. It was an accident. Are you okay?"

Non-Example:

Samira trips on a chair and bumps into Ahmed. Looking at the floor and in an angry, mean tone, she says, "Oh, sorry." Without looking at her, Ahmed says, "It's okay. It was an accident. Are you okay?"

Kid Activity

Practice

1. Practice the skill of using appropriate volume and tone of voice, and looking at the person they are talking to or who is talking to them.
2. Take your class to different settings (Cafeteria, Playground, etc.) and role play using the appropriate volume and tone of voice for each setting.

Teacher Response

Feedback

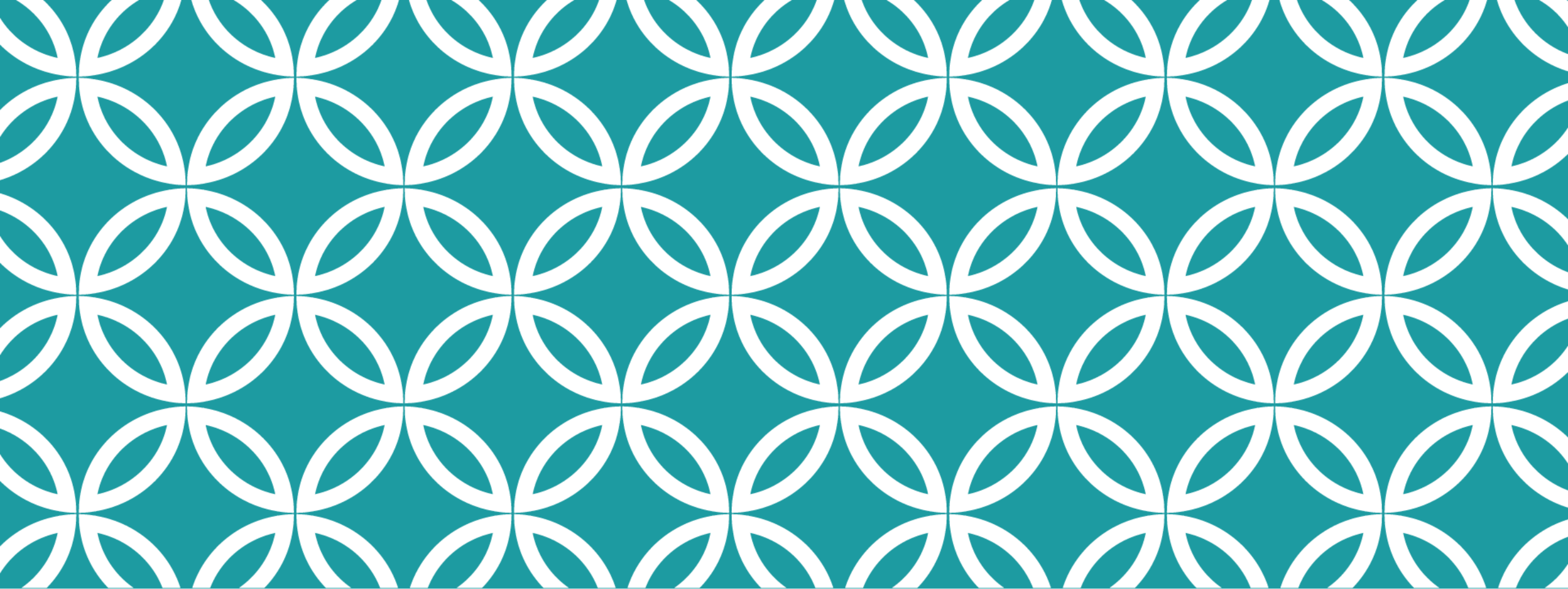
Pre-Correct-"Remember to use Level 2 voices and a friendly tone of voice as you work with your math partners."

Pre-Correct-"Remember to look at the person you are talking to or who is talking to you."

Extra Resources

Re-teach

- Display a voice level chart. Discuss the different levels of voice and decide where they should be used.
- Practice silly voices using the different voice levels. "Talk like a robot using a Level 2 voice". "Talk like a monster in a Level 4 voice". "Talk like a cowboy using a level 1 voice".



2. CLASSROOM EXPECTATIONS

(We will explore on Thursday)

3. BUILDING RELATIONSHIPS WITH STUDENTS

<https://youtu.be/QLym8XovaCA>



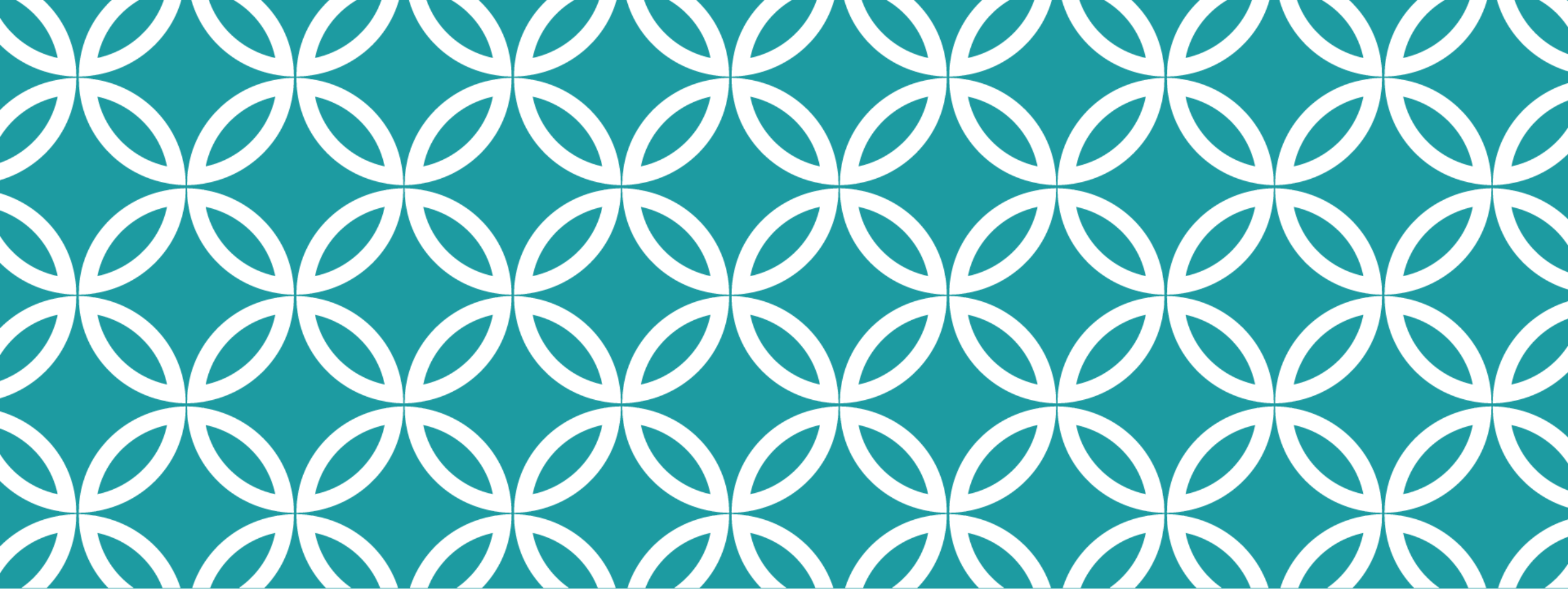
WHAT IS YOUR FAVORITE “PRO-TIP” FOR BUILDING RELATIONSHIPS WITH STUDENTS?

Quiz-Quiz-Trade

1. On a notecard, write down one of your favorite ways to build relationships with students.
 2. At the signal, stand up and find a partner.
 3. You read your idea. Your partner reads their idea.
 4. Trade cards.
 5. At the signal, find a new partner to share.
- (Do three times).

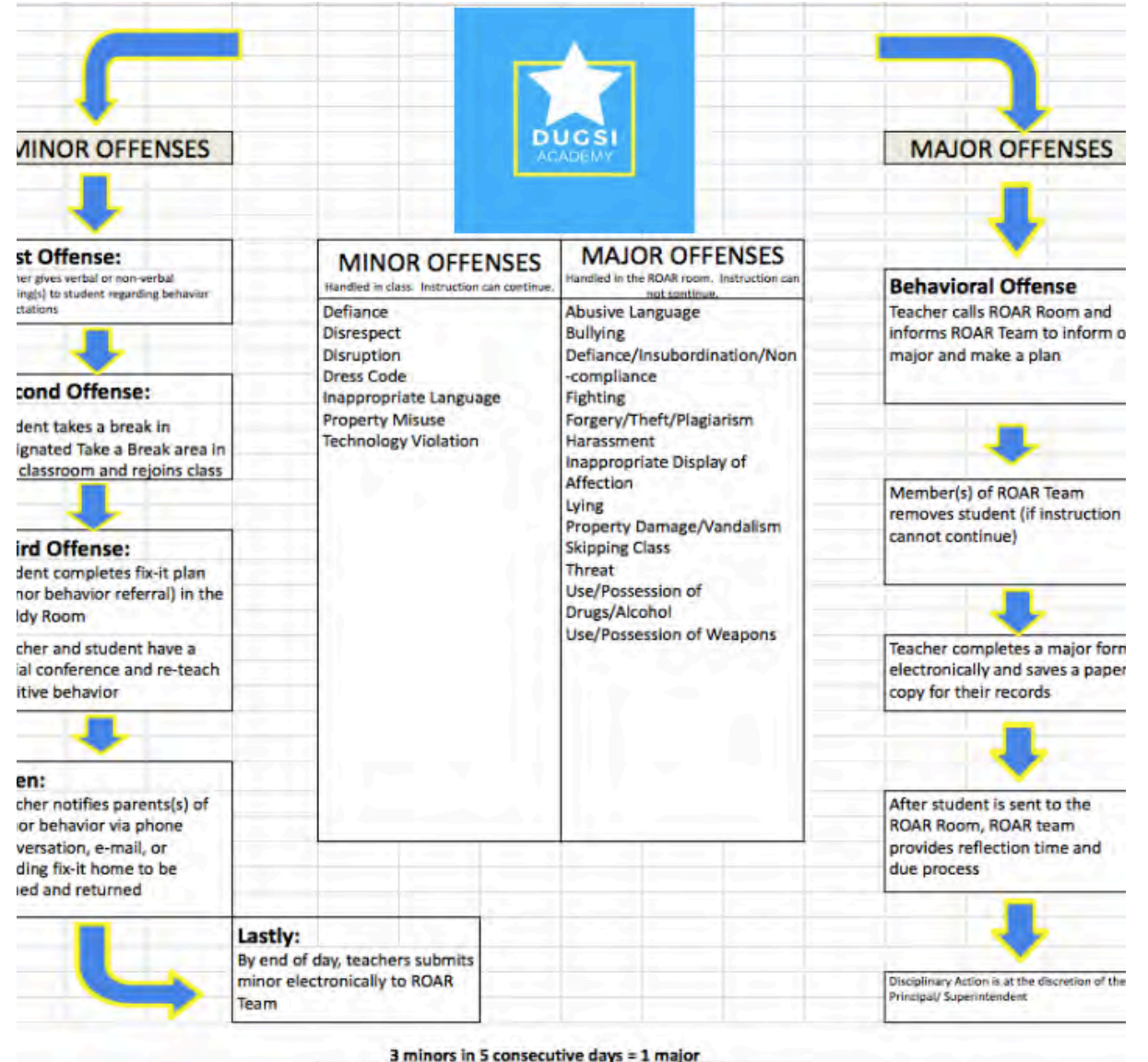
**WHAT WAS
YOUR FAVORITE
IDEA YOU
HEARD?**

(Whip share around the table.)



4. INTERVENTIONS AND CONSEQUENCES

BEHAVIOR FLOWCHART



IDENTIFYING MAJORS VS. MINORS

Minors

- Low level problem behavior that creates a minor disruption. Teaching can still happen.
- First time occurrence.
- Can be handled in class.
- Behavior is responsive to classroom strategies and interventions.

Majors

- Behavior that creates a significant disturbance or safety threat to self or others.
- Repeated problem behavior
- Non-responsive to classroom intervention strategies.

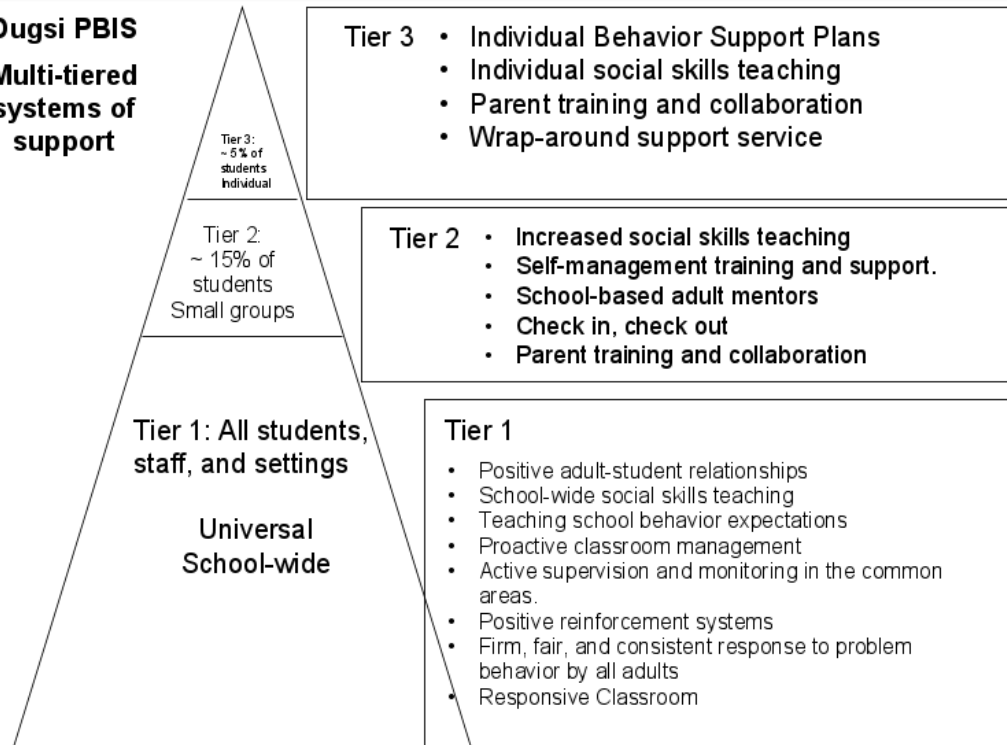


MAJORS VS. MINORS

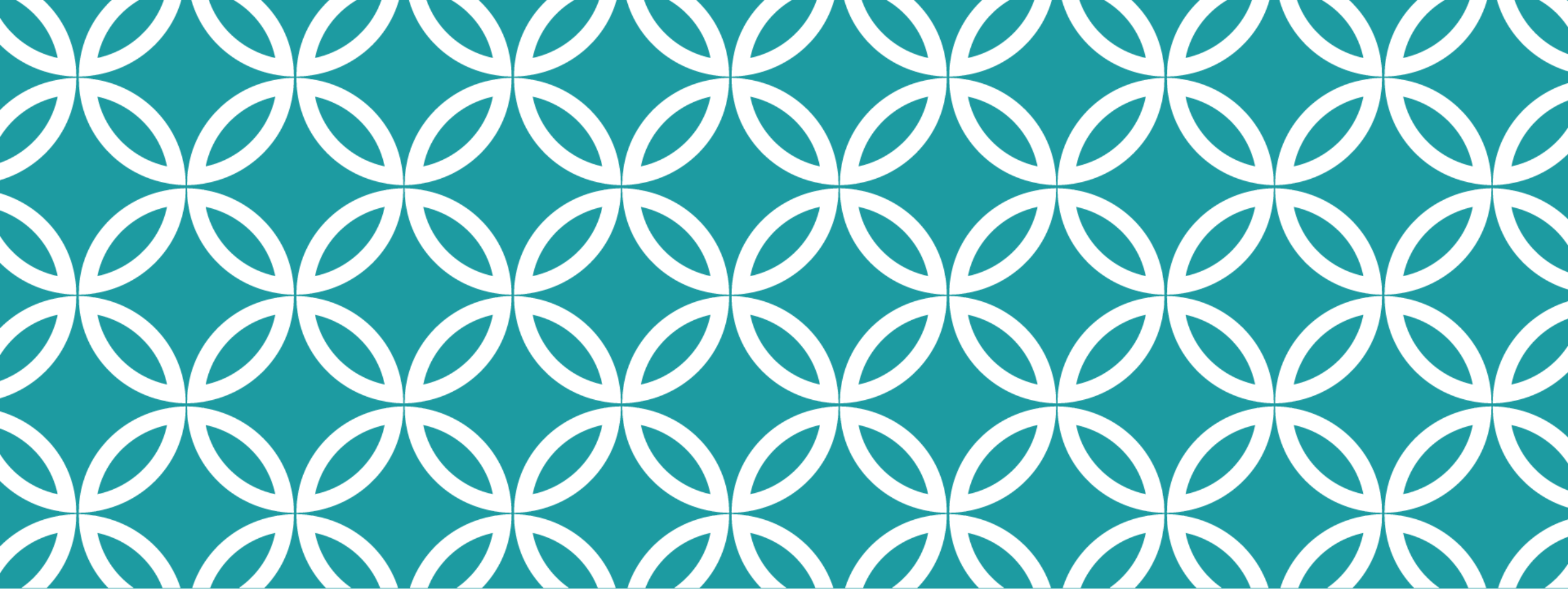
Team Activity

INTERVENTIONS

Dugsi PBIS Multi-tiered systems of support



Our behavior MTSS




5. POSITIVE RECOGNITION

Students and Staff

DUGSI ROAR TICKETS

Front



DUGSI CHEETAHS ROAR!
You got caught ROARing!

Student Name: _____ Grade Level: _____

Staff giving ROAR: _____

Back

Service	<div><div>Respect</div><div>Responsibility</div></div>
Generosity	<div><div>Respect</div><div>Ownership</div><div>Responsibility</div></div>
Achievement	<div><div>Ownership</div><div>Achievement</div></div>
Accountability & Responsibility	<div><div>Respect</div><div>Ownership</div><div>Responsibility</div></div>
Kindness	<div><div>Respect</div><div>Ownership</div><div>Responsibility</div></div>

STUDENT REWARDS


Short term

- Students can enter each ROAR into a drawing.
- ROAR drawings will happen on Fridays.
- Students may pick a prize from the prize box.

Or... Long term

- Students can save up their ROARS for larger ticket items
- For example:
- Gift card
- Experiences with a teacher
- Class experiences.

STAFF ROARS



Dugsi Staff ROAR

Staff Member earning ROAR: _____

_____ deserves a ROAR for _____
(Staff Member) (reason)

Trait(s) Displayed:
(Check all that apply)

___ Service	___ Generosity	___ Achievement	___ Accountability/ Responsibility	___ Kindness
___ Respect	___ Respect	___ Ownership	___ Respect	___ Respect
___ Responsibility	___ Ownership	___ Achievement	___ Ownership	___ Ownership
	___ Responsibility		___ Responsibility	___ Responsibility

Staff Member giving ROAR: _____

If you receive a ROAR:

1. Pick a shape from the blue bucket.
2. Write your first and last name on the shape.
3. Put your name in the brown box. You keep your ROAR.
4. Drawings will happen on Friday.

STAFF SURVEY

Teacher Acknowledgement

What rewards would you prefer for our ROAR drawing? For each item, rate it from 1(not interested) to 5 (very interested)

This form is automatically collecting email addresses for dugsi academy charter school users. [Change settings](#)

Name and position at Dugsi:

Short answer

Short answer text



Required

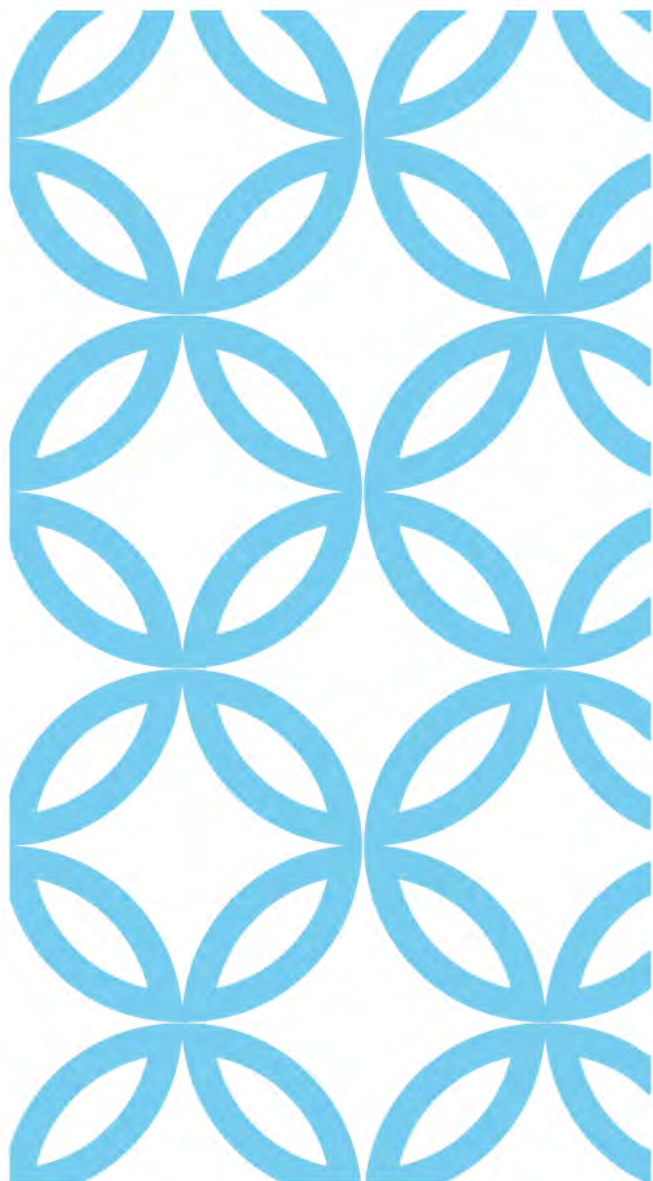


Your classroom covered for one class *

1 2 3 4 5
Not interested ☐ ☐ ☐ ☐ ☐ Very interested

Dugsi Swag (shirts, other items) *

1 2 3 4 5
Not interested ☐ ☐ ☐ ☐ ☐ Very interested



PBIS TEAM

ROAR - Tier I and Tier II

—

10-18-17

Agenda



Data

Our data will be placed around the room. You will move in small groups to process the data. The questions you will consider are:

1. (.) A fact about the data. Ex.: The 4th graders have more referrals than 2nd grade.
2. (?) A question about the data. Ex.: First grade has 1 referral. What is working for 1st grade?
3. (!) Something you are surprised about. Ex.: I am surprised that we have many classroom referrals.
4. (*) An idea that you have to improve the situation. Ex.: We could have classes begin the “Secret line walker” to reduce hallway referrals.

Referrals

*The ROAR team keeps a separate document to track ROAR Room visits, outcomes, and parent contacts.

*Number of referrals submitted (Majors and minors): 116. Number of ROAR Room visits (Majors only) 180.

Using Data

The data from referral forms are so important to make decisions about interventions. The PBIS/ROAR team will ask:

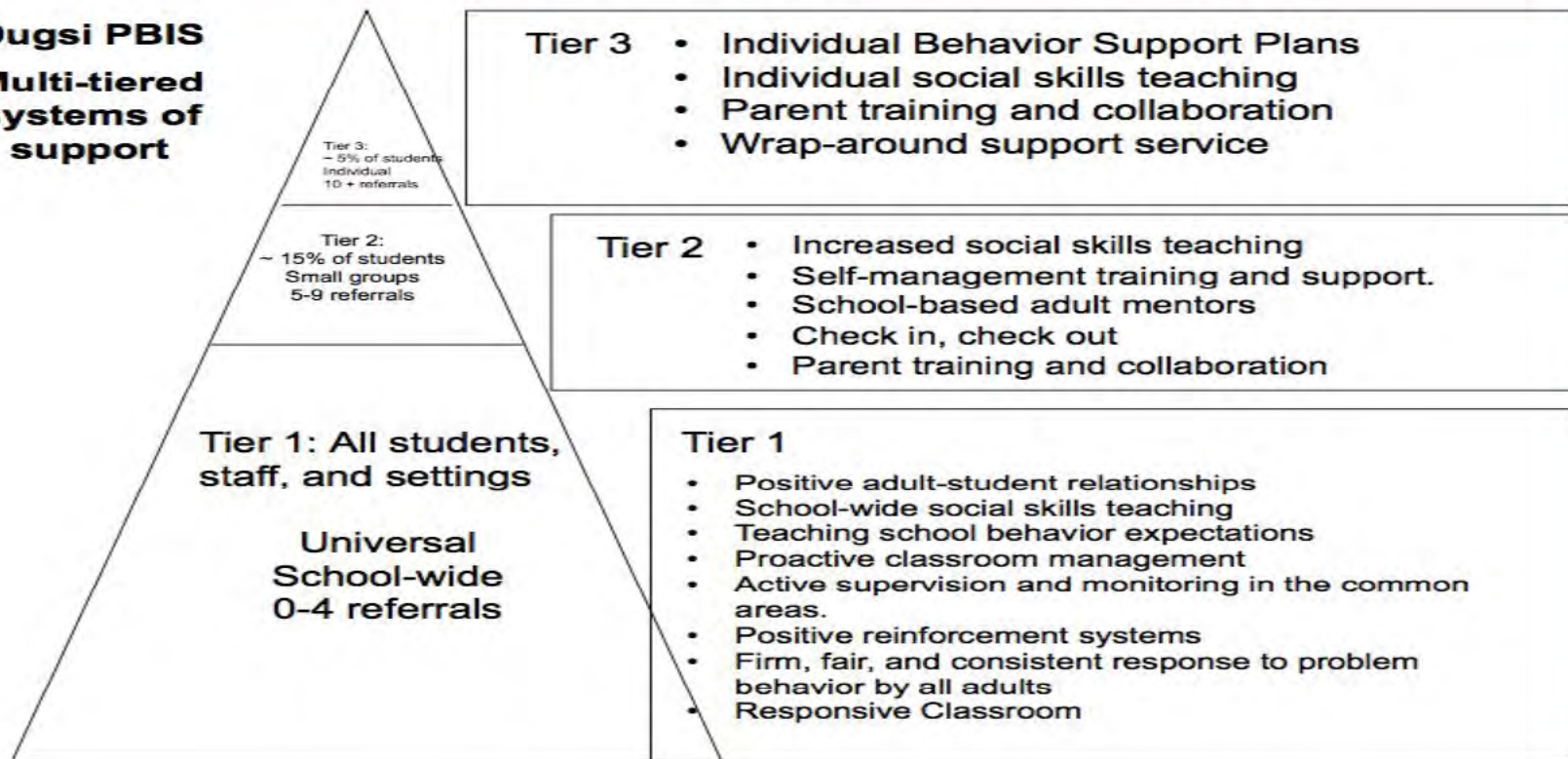
- How often do referrals occur?
- What problem behaviors occur most frequently in our building?
- Where are problem behaviors most likely to occur?
- When are problem behaviors most likely to occur?
- Which students are involved in referrals?

New option to make Referrals easier

- You can use the electronic form or paper form.
- If you write a paper referral, you can give the form to ROAR team or put in our mailboxes.
- We will enter it into the electronic referral system for you and follow up on the behavior

Tiers of Support

Dugsi PBIS Multi-tiered systems of support



PBIS Supports - Tier I

“Some parents and educators believe that students come to school knowing these rules of conduct, and that those who don't follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm. Finally, the use of Tier 1 support strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline in elementary and middle schools across the United States and Canada. Tier 1 support works for 80% of students.”

“If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we....teach? punish?
Why can't we finish the last sentence as automatically as we do the others?”

Tom Hanks' ONCE UPON A TIME IN HOLLYWOOD

80%

“We can improve behavior by 80% just by pointing out what one person is doing correctly” (Shores, Gunter, Jack)

What Tier I supports do we have?

- ROAR daily lessons - Teaching and reteaching opportunities

<https://docs.google.com/a/dugsiacademy.org/document/d/1NB77hgpoOIuquB8jkjMHTd3NyF1zzXSmrpaohkcjJlk/edit?usp=sharing>

- Morning Meeting - Reading a book to students, short teach or reteach, social skills lessons
- Dugsi Matrix - Use to pre-correct behaviors and redirect behaviors

<https://docs.google.com/a/dugsiacademy.org/document/d/1cwtGMCAuE5vSyErmEcWkZTfm6kCD5kGedpFZJRaf6Lg/edit?usp=sharing>

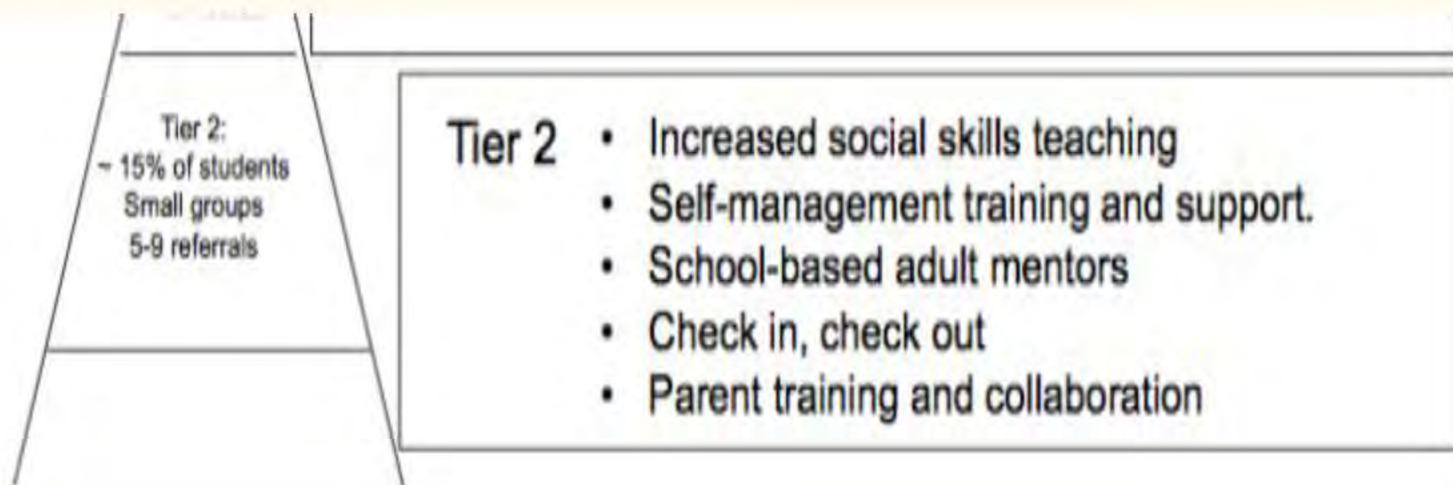
- Roar Tickets
- Cafeteria Rewards - Golden lunchtray and golden broom for following expectations
- More are coming : Big ticket items for ROAR tickets and incentive fieldtrips

2 x 10

- 2 by 10 relationship builder

<https://docs.google.com/a/dugsiacademy.org/document/d/1BYYH14hCZEjX1V9S9eeFgNkM-JddPqxrVi32DUL39w/edit?usp=sharing>

Tier II



For every year a behavior has been in place, we need
to expect one month of consistent and appropriate
intervention to see a change

Check in, Check Out (CICO)

Daily Behavior Point Sheet

Name: _____

Date: _____

LEGEND:

😊 = 2-great

😐 = 1-so,so

☹ = 0-goal not met

Points Possible: _____

Points Received: _____

% of Points: _____

Goal Met? Y N



CHECK IN CHECK OUT POINT SHEET

Points Possible: _____
Points Received: _____
% of Points: _____
Goal Met: _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____
Date: ____/____/____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	SFA	WRITING	SCIENCE
Arrives to class on time	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Completes work – HW and classwork	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Follows teacher's directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: _____

Target Behaviors	Morning Meeting	SFA	Math	Lunch	Math	Science/Social Studies	Sp
Stay in my seat.	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹
Take care of myself.	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹
Complete my work and give my best effort.	😊 😐 ☹	😊 😐 ☹	😊 😐 ☹		😊 😐 ☹	😊 😐 ☹	😊 😐 ☹

Comments: _____

Signature: _____

Why does CICO work?

❑ Improved structure

- Prompts are provided throughout the day for correct behavior.
- System for linking student with at least one positive adult.
- Student chooses to participate.

❑ Student is “set up for success”

- First contact each morning is positive.
- “Blow-out” days are pre-empted.
- First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.

❑ Increase in contingent feedback

- Feedback occurs more often.
- Feedback is tied to student behavior.
- Inappropriate behavior is less likely to be ignored or rewarded.

Why does CICO Work?

- ❑ **Program can be applied in all school locations**
 - Classroom, playground, cafeteria (anywhere there is a supervisor)
- ❑ **Elevated reward for appropriate behavior**
 - Adult and peer attention delivered each target period
 - Adult attention (and tangible) delivered at end of day
- ❑ **Linking behavior support and academic support**
 - For academic-based, escape-maintained problem behavior incorporate academic support
- ❑ **Linking school and home support**
 - Provide format for positive student/parent contact
- ❑ **Program is organized to morph into a self-management system**
 - Increased options for making choices
 - Increased ability to self-monitor performance/progress

67%

CICO works with 67% of students with just 5 minutes of your time.

What to say at Check out

Examples:

- “Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!”
- “You are earning 0’s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Mohamed and to use kind words with Hamsa. I know you can earn 2’s if you remember to work hard, keep your hands to yourself and use kind words.”

Non-examples:

- “I can’t believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible.”
- “Good work”

Tier I and Tier II
support

[http://www.pbis
world.com](http://www.pbisworld.com)

MTSS Referral

Initial Referral for MTSS process

Teacher Name

Your answer

Student Name:

Your answer

Grade Level

Your answer

Type of Referral

- ☐ Academic
- ☐ Behavior

Reason for Referral (please highlight area of concern)

Your answer

What data sources do you have to support your area of concern?

Your answer

What strategies or tools have you implemented to support this student?

Your answer

SUBMIT

DUGSI
MTSS Behavior Guide

SY: 2018 - 2019

	Tier 1	Tier 2	Tier 3
DEFINITION	Successfully targets 80% or more students	<15% of students	<5% of students
WHO	Classroom Teacher Interventionist Instructional Coach SST Team	Classroom Teacher Interventionist Instructional Coach SST Team	Classroom Teacher Interventionist Instructional Coach SPED Teacher SST Team
WHAT	Teacher utilizes Core Components to establishment strong classroom culture, empower students and maintain strong behavior management	Behavior Plan is created by teacher and SST team and implemented with consistency for a 6 week period	More intensive Behavior Plan is created by teacher and SST team and implemented with consistency for 9 - 27 weeks. Referral for Special Education is filled out and followed up on by our SPED coordinator

Tier 1
Core Components
<ul style="list-style-type: none"> ● <u>Responsive Classroom:</u> <ul style="list-style-type: none"> ○ Morning Meeting ○ Take a Break: <ul style="list-style-type: none"> ■ If a student has used Take a Break more than 3x in the morning or afternoon a Buddy Classroom should be utilized as a next step. ○ Buddy Classroom: Repeated offenses <ul style="list-style-type: none"> ■ All buddy classroom data <u>must</u> be tracked ■ Parents/Guardians must be contacted ○ Office Referral: <ul style="list-style-type: none"> ■ Office Referral sheet <u>must</u> be filled out <i>prior</i> to sending the student to the office ■ Front office must be called and staff contacted before allowing a student to leave the classroom for a referral

- All office referral data will be tracked in DUGSI Referral Tracker
- Parents/Guardians must be contacted
- Zones of Regulation:
 - Lessons are taught weekly to teach students social emotional skills at an age appropriate level.
 - Zone color posters are in the classroom
- PBIS
 - Class Dojo:
 - Positive points are administered to ALL students as they are earned
 - Positive messages are sent home to families so there is a strong connection between home and school
 - Class Dojo rewards are given on a weekly basis

Next Steps

- A student is not responding to the core components.... NOW WHAT?
 - Timeline:
 - Data collection on each student must be collected for 4 weeks before submitting an Observation Request to the Behavior Team
 - No requests will be accepted without proper documentation and implementation of Dugsi's core components
 - MTSS Data:
 - Documentation is **key!!**
 - Buddy Classroom and Office Referral Data
 - Anecdotal: It is important to include **unbiased** notes about a child's behavior. Try to follow the ABC model (Antecedent, Behavior, Consequence)
 - Observation Request:
 - Fill out observation request form and submit it
 - Informal pop-in observations will be conducted to gain insight into the students behaviors
 - Formal observation will occur:
 - Environmental Need Identified: Admin Team will work with teacher to make adjustments to the classroom environment so it is personalized to support each student and effectively incorporates all aspects of our Core Components.
 - Student Support Need Identified: Student Support Team and teacher will review all data and observations at a Problem Solving Meeting to determine next steps for this student.

Tier 2

Core Components

- SST Meeting:
 - Stakeholders (may include: SST Team, teacher, parents) discuss referred students at a Problem Solving meeting
 - Data Review:
 - Time in Buddy Classroom
 - Office Referrals
 - Classroom Observation
 - Teacher Anecdotal Notes
 - Behavior Plan:
 - What are the target behaviors we are looking to change?
 - What will replace these behaviors?
 - How will the teacher set goals with the student around replacement behaviors?
 - Will there be an incentive? If so, what is it?
 - How will this data be tracked and progress monitored? What benchmarks do we want to see this student meet?
 - How will progress be communicated home?
 - Who will be responsible for implementation? Who will be responsible for checking in?
- Progress Checks:
 - Weekly progress checks by a member of the SST will happen to monitor implementation and help problem solve if needed.
 - 4 week check-in: At the following month's Problem Solving meeting all progress monitoring data will be reviewed and discussed. The plan will continue to be followed or modified to adjust to the students needs.
 - 6 week check-in: Formal check-in with member of the SST team to determine next steps (removing from Tier 2, continuing the system, continuing but adjusting, moving into Tier 3)

Tier 3

Core Components

- SST Meeting:
 - Problem Solving meeting
 - Data Review:
 - Time in Buddy Classroom
 - Office Referrals
 - Classroom Observation
 - Teacher Anecdotal Notes
 - Progress Monitoring Data from Tier II Behavior Plan
 - Intensive Behavior Plan:
 - What are the target behaviors we are looking to change?
 - What will replace these behaviors?

- What member of the SST will be responsible for implementing more intensive plan?
- What type of “sessions” or “lessons” does the student need to be successful?
- When will sessions occur?
- How will this data be tracked and progress monitored? What benchmarks do we want to see this student meet?
- How will information be communicated between teacher and implementation staff member?
- How will progress be communicated home?
- Progress Checks:
 - Weekly progress checks between teacher and SST implementation staff member.
 - 4 week check-in: At the following month’s Problem Solving meeting all progress monitoring data will be reviewed and discussed. The plan will continue to be followed or modified to adjust to the students needs.
 - If process is being fully implemented and is still ineffective move to discussions at SST meeting about referral to the SPED department for evaluation

Why is this important?

Success in the classroom is not only defined by a student’s inherent intelligence but by their character as well.

- A student’s emotional well being can have just as large of an impact, if not greater, than their inherent intelligence on their education.
- It is our role as educators to not only teach academics but social-emotional skills as well.
- Diversified character strengths and an ability to manage our emotions in social situations will have a direct impact on our successes.

Dugsi PBIS

Multi-tiered systems of support

